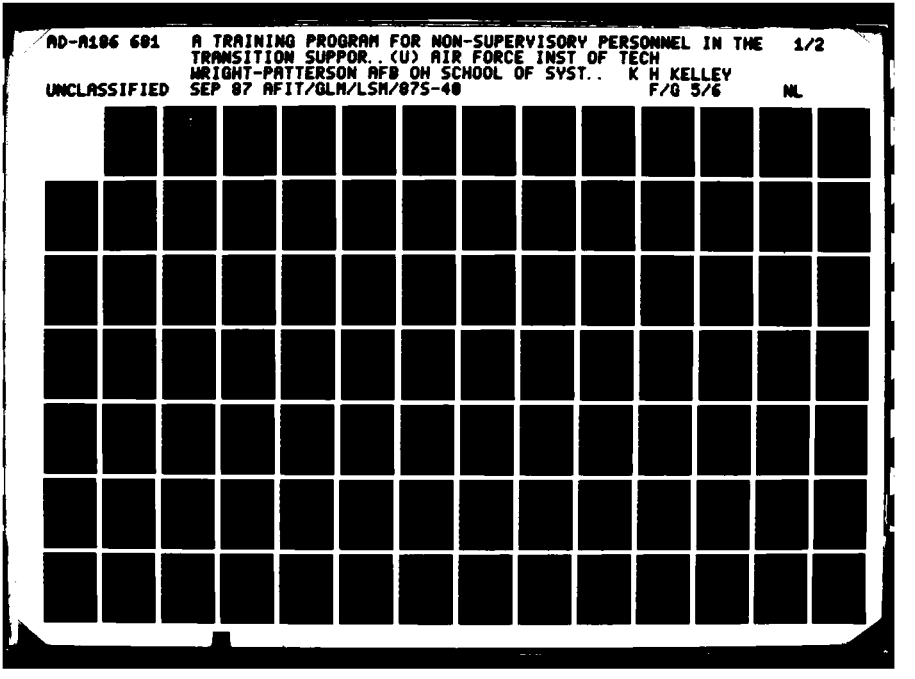
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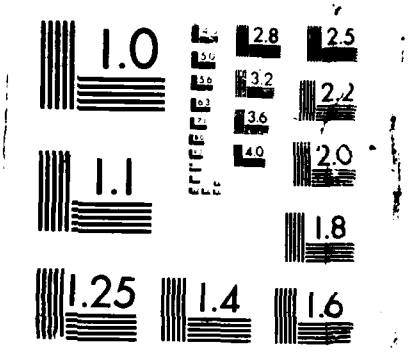

DEPARTMENT OF THE AIR FORCE

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AIR FORCE INSTITUTE OF TECHNOLOGY

Wright-Patterson Air Force Base, Ohio

AFIT/GLM/LSM/87S-40

A TRAINING PROGRAM FOR NON-SUPERVISORY PERSONNEL IN THE TRANSITION SUPPORT OFFICE AT THE DEFENSE ELECTRONICS SUPPLY CENTER

THESIS

Karyn H. Kelley

AFIT/GLM/LSM/87S-40

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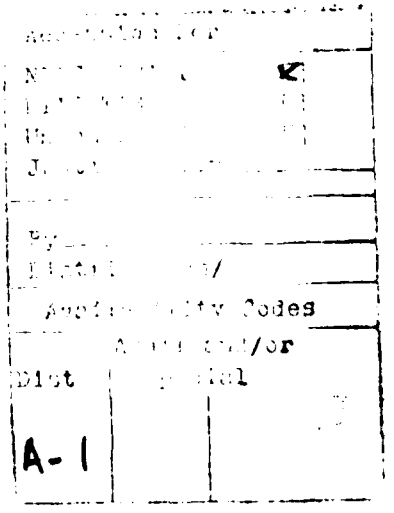


AFIT/GLM/LSM/87S-40

A TRAINING PROGRAM FOR NON-SUPERVISORY PERSONNEL IN THE TRANSITION SUPPORT OFFICE AT THE DEFENSE ELECTRONICS SUPPLY CENTER

THESIS

Presented to the Faculty of the School of Systems and Logistics

of the Air Force Institute of Technology

Air University

In Partial Fulfillment of the

Requirements for the Degree of

Master of Science in Logistics Management

Karyn H. Kelley, B. A.

September 1987

Acknowledgements

I wish to express my thanks to the many people who helped me with this research.

First, to my thesis advisor, Pat Bresnahan, for his encouragement and patient guidance through the maze of confusion and unexpected events.

Also to the many experts in the field of training and training design for their expertise and to the validators for their input on how to make this the best possible product.

Special thanks to the people in the Transition Support Office at DESC for their patience and support.

Thanks to all for taking time away from already busy schedules to help me with this effort.

Finally, thanks to my friends for putting up with me for the past fifteen months.

Karyn H. Kelley

Table of Contents

Abstract

The purpose of this research was to design a training program for non-supervisory personnel in the Transition Support Office (TSO) at the Defense Electronics Supply Center (DESC) in Dayton, Ohio.

The result of this effort is a training program for the GS-4 Supply Clerk position in the Process Group of the TSO, a GS-4 Supply Clerk. This program can be used as a model for the design of training programs for the other positions in the TSO. The training program consists of a manual for the trainee and another for the trainer. A guide to the Provisioning process is included for use with current and future training programs in the TSO.

Literature on training was surveyed to determine how to design and evaluate a training program and how trainers can be most effective. Organizations, both within the Federal service and in private industry were contacted to discover what types of programs and materials have worked well for them. Experts on the Provisioning process were contacted for information for the office guide. Jobs in the TSO were analyzed by using questionnaires, personal interviews with current job incumbents and their supervisor and a review of applicable manuals. Training monitors at DESC provided input on classes outside the TSO that could be used in the training program.

A TRAINING PROGRAM FOR NON-SUPERVISORY PERSONNEL IN THE TRANSITION SUPPORT OFFICE AT THE DEFENSE ELECTRONICS SUPPLY CENTER

I. Introduction

Background

The Defense Electronics Supply Center (DESC), located near Dayton, Ohio, manages electronic spare parts for the U.S. military services, other Federal agencies and foreign military sales customers. The functions of DESC include computation of requirements, inventory control, procurement, distribution, disposal, cataloging and supply. (10:II-1)

The Transition Support Office (TSO), better known as the Provisioning office, at DESC is the point of contact for the receipt, control and processing of Supply Support Requests (SSRs) and supplementary technical documentation received from the military services (10:IV 3-4).

Provisioning is the process of determining the range and quantity of items required to support and maintain equipment during installation and for an initial period of service. Included in the provisioning process are identification of items and establishment of data for cataloging (12:3). A Supply Support Request is a request submitted by the military

service activity responsible for supporting an end item being provisioned, to a central material management activity which manages some of the support items or is a potential manager of some new support items used in the end item (16:7). Information submitted on the SSR may include the part number, manufacturer, quantity needed and the date material is needed. The largest manual workload in the TSO results from new items requiring National Stock Number assignment.

In order to perform its mission, the TSO is organized into two branches within the Technical Operations Directorate. They are the Liaison Group (SRA) and the Process Group (SRB). The primary mission of the Liaison Group is to communicate with other offices and activities to solve problems on SSRs with the mission of the Process Group being to ensure that SSRs are processed in a timely manner.

In the TSO, as in any other organization, well-trained personnel are needed for the organization to perform at peak efficiency. The implementation of a well-planned training program can prevent the creation of many problems in the workplace (39:28). Training that consists of one employee following someone else around and observing what they do leads to hit-or-miss results. The employee may learn the specific tasks well but learns little about the rationale for the tasks or how they fit into the "big picture", that is how work flows to them, what contribution they make, where the work goes next and why (30:50). Letting new employees "sink

or swim" is costly and inefficient (6:8). A study of ten corporations and government agencies showed that money spent on employee development results in a more effective and efficient organization (29:60).

Statement of Problem

The researcher spent almost a year as a supervisor of the Liaison Group in the TSO and has noted that new employees must get information wherever they can and are usually quite confused for the first few months on the job. The TSO does not currently have a formally defined training program for its personnel. Current training consists of the new employee being shown what to do by their supervisor or other higher-graded employees as time permits.

In the TSO there are nineteen non-supervisory employees on ten different jobs as differentiated by grade, job series and office assigned. Appendix A shows the different jobs in the TSO. Because these 10 jobs are unique, it is difficult for new employees to know who to ask about a particular task since there may be no one else doing that particular task at the time.

Two problems result from this situation. Time is wasted when the employee must ask several people for an answer to a problem with their work. Confusion results when the employee receives contradictory responses from different employees. There is also a need for personnel to be able to understand

how their job fits into the overall Provisioning process. Many mistakes that are made are a result of the employee not understanding what the effect of their actions are on another part of the work flow.

In an attempt to remedy this situation, the researcher designed a training program for one the Supply Clerk job in SRB. The final goal is to design a program for each unique job in the TSO; the effort was limited to one program due to complexities of each job and time constraints.

In addition to the training program, an office guide to the Provisioning process was also included. This guide is intended for use in conjunction with all current and future TSO training programs. The objective of this training program is to help employees become more effective and more productive in a shorter period of time than without the program.

Research Objectives

1. To develop a training program for the TSO by researching the specific steps in designing a successful training program.
2. To investigate the types of training programs that have worked well for other organizations, both within the Federal service and in private industry, and apply the results of these findings to the development of a training program for the TSO.
3. To analyze requirements of the selected job to determine what the employee needs to be able to do on the job and use these findings to choose what to include in the training program.

4. To evaluate existing training resources, such as formal training classes, offered by other offices within DESC to determine if they can be effectively used to train TSO personnel.

5. To survey existing training materials and determine an effective format for the training materials to ensure that they are easy for the involved personnel to use.

6. To develop a package for each trainer showing what the trainers need to know to help the trainee learn. Detailed training objectives and tips on how to train were included.

7. To research feedback and evaluation methods to ensure that trainees can demonstrate mastery of the objectives of the training. These evaluation materials include both an opportunity for the trainee to comment on the material presented and a before-and-after quiz to measure learning.

Limitations of Study

The use of this training program is limited to the TSO at DESC. Similar offices at other Defense Logistics Agency supply centers may be able to modify portions of it for use in those organizations. Supervisory personnel are excluded because DESC already has an extensive training program for new supervisors.

Assumptions

The number and types of positions in the TSO will not change in the short run (i.e. before the program is initially implemented) nor will the job tasks and responsibilities of each position be altered. It is also assumed that the duties of each position and the specific work procedures for each

job task are fixed and will not be changed as a result of this effort.

II. Literature Review

Training Programs

Why Train? According to Martin M. Broadwell, the reason for training is to improve job performance. Allowing employees to "sink or swim" is costly and inefficient. The goal is to improve employee performance in a minimum amount of time at minimum cost (6:8). W. Robert Houston cites a study of ten corporations and government agencies showing that the costs of employee development result in a more effective and efficient organization (29:60).

Training Methods. A multitude of types and methods of training are described in the literature but they can all be placed in two broad categories: On-the-job training (OJT) and off-the-job training, most typically classroom instruction.

On-the-Job Training. OJT is probably the most common way to train employees in industry (2:86). Five major advantages of OJT are that it requires no special space or equipment and is practical because employees are producing and earning while they are learning. It allows for practice on actual work and for maximum control and use of reinforcements such as immediate correction of errors before they become a bad habit. There are also disadvantages to OJT. A sufficient number of skilled trainers, with enough time to train, are needed. What is learned depends to a

great extent on the personality of the trainer. Expensive work space and equipment are tied up during training. Additionally, the trainee can be pressured because the focus is often on production rather than training (2:86).

One unique type of OJT is orientation training. This type of training simply involves introducing the new employee to the job environment, people and policies of the office. Office personnel should be introduced gradually to avoid overwhelming the new person. Assigning a sponsor to the new trainee is helpful. This introductory period allows the employee to "get his feet on the ground" before the demands on him are increased (2:87-88).

Off-the-Job Training. Training given off-the-job is the second major category of job training. Training given away from the regular work site has the primary advantage in that trainees can give their full attention to the training without being distracted by job demands. Also, courses may be available elsewhere in the organization that the individual office does not have sufficient resources or personnel to conduct by itself. The most significant drawback to off-the-job training is the difficulty of transfering off-job experience to the job; the principles learned in training may not be applied to the actual work situation but may be important to the individual for overall job knowledge. Typically there is no reinforcement on the job for classroom learning (2:92-93).

One of the most common types of off-the-job training is the lecture. It is economical if many trainees are involved because fewer instructors per trainee are needed. However, exposure to new material does not necessarily guarantee learning. Lectures do not allow for individual differences and there is little opportunity for practice (2:94).

Discussions are more effective than classroom lectures; learning and retention are increased. This technique allows for interaction between the leader and the participants and among the participants. The skill of the leader has a great influence on the effectiveness of discussions (2:98).

There is no perfect way to train; there are some advantages and disadvantages to all methods. A person developing a training program must consider the pros and cons of each method when deciding which type or types are most appropriate for the given situation. Some additional considerations are the availability of money, time and instructors for training (6:24). A combination of methods may be required to achieve the desired goals (47:79).

After determining that a training program would be beneficial to the organization, the next step is to set up specific steps to design the program.

How to Design a Training Program

Many experts in training have listed steps to follow in designing a training program. Often these lists are very similar. Several representative examples are given below.

Rosemary Caffarella, division head of the Division of Education Studies at Virginia Commonwealth University, lists nine steps that are essential for designing a training program. They are:

1. Identify the overall purpose of the training.
2. Formally assess the need for training by such methods as task and job analysis or questionnaires. Include suggestions from previous training programs and suggestions from colleagues. Conduct a search of the appropriate professional literature.
3. Identify the specific objectives of the training program. Consider the purpose of the organization, the interests of the potential trainees and the feasibility of the ideas. Make sure that the objectives can be understood by everyone involved.
4. Make administrative arrangements. Decide how the material will be presented and identify who the trainer(s) will be. Budget for the training and find a suitable location. Schedule the training activities.
5. Prepare the instructional plan(s) in cooperation with the individual instructor(s)/facilitator(s). Determine what the specific learning objectives are. Decide what methods will be used and gather or design the instructional materials.
6. Incorporate continuous evaluation. Determine what will be measured, how and why.
7. Implement the program. Be flexible enough to make changes during the training.
8. Measure and evaluate the results of the program. Analyze the program and make improvements as necessary.

9. Report on the value of the program to key individuals and follow-up as needed to answer any of their questions (7).

John E. Kello, associate professor of Psychology at Davidson College in North Carolina, gives eight steps for developing a training program.

1. Establish detailed goals. Clearly state what is to be accomplished. Failure to do this is one of the most common causes of ineffective training.

2. Observe the work being done. Understand what each job entails.

3. Work intensively with people who have on-the-job experience. Use them as trainers, if possible, bearing in mind that experience does not automatically qualify a person to train. With the help of the experts, determine what is to be covered and how it should be presented. Be sure that on-the-job and classroom training are integrated for maximum effectiveness.

4. Observe skilled workers on the job. Be sure that important steps have not been left out.

5. Plan evaluation of the training. Measure the participants reaction to the program and whether the training accomplished what it set out to.

6. Train the people chosen to serve as trainers. Good communication skills are essential. Additionally, the trainers chosen must be willing to train and have the time to do it.

7. Set up a test of the training program. Start it on a small scale and make any necessary improvements.

8. Monitor and evaluate the program and make any necessary changes. The materials used should be modified to reflect any changes in procedures or regulations as well as feedback from comments and program evaluation (30).

The sequence of events listed by Robert F. Sullivan, assistant professor of Educational Technology at the University of Toledo in Ohio, and Donald C. Miklas, president of Omega Triangle Consulting Services, are:

1. Obtain executive support for the program. This is extremely important to ensure its success.

2. Develop measures of performance for each area included in the training. With the help of subject matter experts for each area, analyze the tasks involved to determine what skills or knowledge is required, what methods can be used to achieve this and how the trainee is to be evaluated.

3. Set the training schedule for each trainee. The schedule should be flexible enough to allow for employees who learn faster or slower than average.

4. Assign a mentor or trainer to each trainee. Hold a special training sesion for the mentors to clarify their roles in the training process. Participation of the mentors should always be voluntary.

5. Develop the training manual with input from the trainees, mentors and training staff. The manual should include the schedule, areas covered and requirements for each area.

6. Develop reports on the training for both the trainee and the supervisor. Reports should ask the trainee to rate his or her own performance as well as the effectiveness of the program. In addition, an employee-supervisor conference report to be completed jointly and include any recommendations for further action (44).

An article by Fred G. Lippert in the June 1984 issue of Supervision expands on the widely accepted "Four Step Method" for training by adding two additional steps to make it more effective.

The "Four Step Method" consists of the following:

1. Interest the learner in the subject to be presented by demonstrating its usefulness.
2. Show the learner what to do in blocks of closely related steps.
3. Have the learner practice what was presented.
4. Test the learner by having him complete an entire task on his own to ensure that he is ready to perform on the job.

According to Lippert, two essential steps are often overlooked. First, before training begins, determine the objective of the training, select the key points and arrange them in logical order. It is counter productive to try to present everything known about a subject since the learner cannot possibly absorb it all in such a short time. Second, evaluate the results of the training after learner is back on the job to determine whether performance has been improved (31).

Training in Other Organizations

SSR Processing Offices at Other Defense Supply Centers. Training in these offices is done much the same way as in the TSO at DESC. Generally the new employee is assigned to sit with a more experienced employee who shows them what to do (1;21;33;40). At the Defense Construction Supply Center (DCSC), in Columbus, Ohio, an example SSR package is made up for the trainee to try to work (1). The supervisor holds

informal training classes on various subjects of interest on a weekly basis at the Defense Industrial Supply Center (DISC) (33). No formal tests are administered during on-the-job training. Most centers send employees to the formal Cataloger training classes discussed later in this chapter (1;21).

2750th Air Base Wing, WPAFB. This organization's Supply Training Office provides training for their personnel. After a topic to be presented is chosen, the trainer researches manuals and works with a specialist who actually works in that area to decide what information to present. A lesson plan and handouts are then developed. The topics covered in the lesson plan and the handouts are kept in the same order to make it easier for trainees to follow what is being presented. Detailed instructions are included in separate attachments that the employee can easily keep and refer to on the job. Some of the courses given include tests or exercises which are open book. Students are given critiques to fill out on the facility, the instructor and the course itself (36).

Private Industry: National Cash Register (NCR) and Reynolds & Reynolds. The NCR Technical Education Center, located south of Dayton, has an extensive and rigorous program to train equipment repair personnel. When new equipment is developed, training for the repair of that equipment is designed at the same time. Training designers

must decide what tasks repair personnel need to be able to perform. A course is designed around these tasks including course objectives and objectives for each lesson within the course that specify what the trainee must be able to do upon completion of the course. The lessons include tests which are taken via computer terminal where the trainee must answer each question correctly before moving on to the next question. Instructors are available to assist a student who has difficulty on a particular question. A pre-test option is available to allow an employee to test out of a module if already experienced in that area. A survey is taken after each class to get the students' opinions of the course including the time spent on various tasks, the sequence of materials and the ability of the instructor.

Technicians who are chosen to be trainers are sent to a five day effective teaching workshop in addition to about eighty hours of self-paced material on instruction techniques. Also, before teaching a course, the new instructor sits through the course twice.

A validation process is conducted before the training is given to new trainees to ensure that employees with a given background can do the specified tasks as a result of the training. The validation is run twice with modifications made as a result of each validation. The program is then implemented and run for one year when former students are surveyed for suggested improvements (45).

At Reynolds and Reynolds Corp., in downtown Dayton, training design begins with a study to define what skills are needed in three major areas: management, sales and customer service. After the needed skills have been identified, Human Resource Development personnel look for vendors from whom they can obtain pre-defined and tested training materials "off-the-shelf". If none are available, as would be the case in company-specific training, a new training program must be designed within the company by Human Resources Development personnel.

Two facets of each skill selected for training are presented. First, the concept and how it fits into the job are given and second, the new skill is practiced. Both of these are important for understanding and retention of the new information. No tests are given since it is the philosophy of the organization to be non-threatening. The practice lessons negate the need for tests as a means to encourage retention. Additionally, many of the skills presented do not lend themselves to paper and pencil tests.

After training, an immediate evaluation is done by the trainees of the content, presentation and applicability of training to the job. A follow-up is done 30, 60 and 90 days later to see how much the training is being used on the job. No formal validation of the training is done prior to initial presentation because the follow-up process shows whether or not the objectives of the training were met (46).

Job and Task Analysis

Questionnaire. A job analysis questionnaire used for a similar job analysis at the University of Tennessee at Knoxville was adapted for use in this research (43). The questionnaire was given to current job incumbents and in a slightly different form to their supervisor. Appendices B and C are the employee and supervisor questionnaires respectively.

Interviews. Interviws were conducted with the two employees assigned to the Process Group Supply Clerk position and their supervisor to obtain more detailed job information. The employees were asked to give a step-by-step demonstration and explanation of each task performed on the job (38;41;51). Questionnaires and interviews are discussed in more detail in Chapter IV.

Existing Training Resources

There are several programs currently in existance that can be incorporated into training programs for the TSC.

Technical Operations Directorate Orientation. The Technical Programs and Systems Office within the Directorate oganizes this training as needed for employees new to the Directorate. New employees are given the Directorate mission briefing to get an overall picture of what the Directorate of Technical Operations does. After this they spend an hour or

two in each division within the directorate receiving a short introductory briefing on what that division does and a tour of the area.

Cataloger Training. The Logistics Data Division, within the Directorate of Technical Operations at DESC, has a series of classes given to cataloger trainees consisting of approximately two months of formal classroom sessions on a variety of cataloging topics. Training modules published by the Defense Logistics Services Center (DLSC) are supplemented with additional topics including blueprint reading and provisioning support. The DLSC modules contain an instructor's handbook, slides and a student workbook. The additional topics are given by a DESC expert in the area being presented (32). Topics covered in Cataloger Training are shown in Appendix D.

Technical Services Training. The Technical Services Division, also within the Technical Operations Directorate at DESC, has a complete training program set up for its Equipment Specialist trainees. Their program includes both classroom and on-the-job training. Areas covered in Technical Services training include DESC cataloging procedures, item entry control, procurement support and technical assistance (42).

Other Resources. Larma Hart, an Employee Development Specialist assigned to DESC's Personnel Office, was contacted regarding training opportunities outside the Technical

Operations Directorate that are applicable to the programs designed. An Accelerated Reading course, offered at DESC about twice a year, was included in the Supply Clerk training program at Mrs. Hart's suggestion (24).

Format of Training Materials

Samples of training materials used in other offices and organizations, such as the Cataloging and Standardization Center (CASC) and the 2750th Air Base Wing at Wright-Patterson Air Force Base, were gathered during interviews with personnel involved in designing and conducting training (8;11;13;14;15;23;49;50). All of them begin by giving the title of the training and an introduction of the materials. They are then broken up into tasks or subjects each of which is introduced and explained in some detail. Many contain examples of forms used, tables of information needed on the job or other exhibits that can be saved by the trainee and used as references on the job. Tests or course critiques are sometimes placed at the end of the training materials.

How to be an Effective Trainer

Motivated and well-informed trainers are crucial to the success of any training program. Outlined below are some methods trainers can employ to be more effective.

Training sessions should be scheduled to keep fatigue and boredom to a minimum. Scheduled breaks actually improve learning rather than waste time (39:51).

Trainers should have the trainee show that he understands by actually doing the task being trained rather than just stating that he understands. Doing this makes the trainee responsible for his own learning. The steps involved are: demonstrate the process while explaining what is being done, have the employee tell the trainer what to do while the trainer does the task and finally have the trainee demonstrate the task while explaining what he is doing (6:101).

Actual practice by the trainee of the new tasks along with feedback on how he is doing is critical to learning; that is "practice with feedback makes perfect". Positive reinforcement results in maintenance of the desired behavior on-the-job after training is over (35:99,125-126). Reinforcement or a reward for an appropriate response is one principle of good training design (25:53). The instructor should discuss the performance of the trainee with him specifically and frequently. This gives the trainee evidence of his progress and lets him know where he stands at all times (22:109). Trainers should avoid "overteaching", that is explaining every possible way to do the job, and overwhelming the trainee (47:90). Simply explain one good

way to do the job and allow the trainee to develop his own methods through practice.

Evaluation Methods

Two areas of training program evaluation are addressed here: First is the participant(s) reaction to the training - how well did they like it? The second area is learning; what principles or facts were learned? Two other evaluation areas are not addressed in this program because they are outside the scope of this research effort. They are behavior changes as a result of training and tangible results to the organization in terms of reduced cost, improved quality, etc. (9:18-2;2:142-144). Both reaction to training and learning should be evaluated and used to improve the training program (7:83).

Learning is enhanced if the trainee is happy with the program because more time is spent learning rather than trying to find fault with the program. Allowing an opportunity for trainee feedback will let the trainee know that program designers are interested in their opinion and this should make them more satisfied with the program. Additionally, it is important to obtain trainee reaction because valuable suggestions for improvement can be gotten this way. It is important to get written comments from the trainee on the program for later review and analysis. Space should be given to allow the trainee to comment on areas not

specifically addressed by the questions; a question such as "What would have made this session better?" can be used for this purpose (9:18-4 - 18-5).

Before-and-after tests are one widely advocated way to measure learning (39:161;9:18-13). Before-and-after tests are useful in two ways. A skill-level test can be given before training to assess what the trainee already knows and avoid wasting the participants' time (47:171). Perhaps most importantly, these tests allow the trainee, trainer and supervisor to see what was learned. Results of the tests can be used to show where additional training is needed. A control group should be used when measuring learning whenever possible to make to results as valid as possible (2:143).

Using the above background information, a methodology for the design of a training program for the TSO was developed.

III. Methodology

Sources of Information

To determine what specific steps are involved in the design of a training program, the researcher surveyed professional journals such as Training and Training and Development Journal as well as books on training design. Experts in the field of adult education were interviewed to see what training design methods are actually being used both within the DoD and in private industry. (Objective 1)

Other programs that have worked well were located by contacting persons involved in employee development in private industry with organizations known for having excellent programs such as National Cash Register (NCR) and Reynolds & Reynolds, both located in Dayton, Ohio. The researcher also contacted management personnel in similar offices at three other Defense Supply Centers to discover what types of programs are in place in those offices and to get the opinion of the interviewee of the effectiveness of the program. From a detailed review of the research done on existing programs along with the results of the literature review, the researcher determined what types of training are most appropriate for the TSO at DESC. (Objective 2)

Information for the overall office guide was gathered from interviews with military service personnel and DESC

personnel involved in various Provisioning functions as well as a review of relevant journal articles, manuals, regulations and instructional materials.

One unique job in the TSO was selected to be analyzed to determine what to include in the individual training manual and to ensure that the program included training on all important aspects of the job. This analysis entailed a written questionnaire completed by the current job incumbents and the supervisor and follow-up interviews to gather more information and clarify any necessary questionnaire answers. A review of the position description as well as current manuals and regulations was also included in the job analysis. (Objective 3)

A training expert from the Civilian Personnel Office at DESC and training monitors within the Directorate of Technical Operations where the TSO is located were contacted to discover what training classes and materials are already available in other offices that may be used by TSO personnel. These resources were incorporated into the program where appropriate. (Objective 4)

Existing training programs were surveyed to determine an effective format to present the information in the training manual and trainer guidebook. Interviewees involved in designing and administering training programs were asked for samples of training materials used in their organizations. (Objective 5)

Information for the trainer guide on how to be an effective trainer was gathered from the review of the literature. Information on how to present material and how to give feedback on the trainee's progress was included. (Objective 6)

The literature review was the source of information on how to evaluate the effectiveness of the program. Both the trainee's reactions to the training and learning are measured. Feedback from the trainee critique is intended to provide for improvements and updates to the training programs. The quiz gives the trainer an opportunity to identify what material requires additional review. (Objective 7)

Product of Research

The product of this effort is a complete training package for the selected position in the TSO consisting of the following:

Part I. TSO Operations Guide.

1. Shows what the office does and how its mission fits in with other organizations.
2. Allows the individual to see where their job fits into the "big picture".

Part II. Individual Employee Training Manual.

1. Shows what the employee is expected to be able to do on the job.

2. References for additional information about individual job objectives.

3. Detailed procedures for each objective.

Part III. Trainer Guidebook.

1. Tips on how to be an effective trainer.

2. Objectives with detailed procedures for each one.

Part IV. Evaluation materials.

1. To measure the effectiveness of the training.

2. Forms a basis for improvement of the training.

Interviews

Interviews were another important source of information. Several interviews were conducted in the course of this research. Interviews were conducted with personnel involved in training program design and implementation to tap their experiences and apply them to the design of training programs for the TSO. Persons knowledgeable about Provisioning were interviewed for information for the office guide. TSO personnel were interviewed to obtain information about the selected job.

There are several advantages and disadvantages to interviewing.

The primary advantage of interviewing is adaptability; it is possible to follow-up on interviewee responses thereby obtaining more data and greater clarity. Another advantage is that subjects can be covered in greater depth than when

questionnaires are used. In addition, interviewing yields more complete responses to open-ended questions. (3:309-312) The interviewer can modify the situation when necessary; any misunderstandings can be cleared up before the question is answered. Finally, it is almost impossible to get some kinds of information, such as emotional reactions to events, any other way (26:75).

In addition to the advantages, there are several distinct disadvantages to the interviewing technique. The adaptability resulting from the ability to tailor the interview to each individual interviewee leads to subjectivity which can lead to bias. The responses may be inaccurate because the respondent is trying to please the interviewer or because there is an antagonistic relationship between them. The process assumes that the respondents are willing and able to provide reliably accurate responses. The interviewer may seek out answers supporting preconceived notions. Interviewing is time-consuming and requires practice in order to be done well (3:309-312;26:75).

Interviewing is appropriate in this research because in many cases different people were asked different questions making it impossible to design a standard questionnaire. Also, the questions asked were open-ended and the respondents are most likely to provide complete answers in an interview situation. Adaptability is necessary, especially when

conducting the task analyses, to ensure that all relevant information is gathered.

Validation

It is important to validate research efforts to ensure that the stated objectives were accomplished. This can best be done by unbiased experts in the field being researched who were not involved in the actual research (11:54). The completed product was submitted to two experts in the field of employee development and training design to validate the effort. Their feedback was incorporated into the program. The validators are listed in Appendix E.

In addition to the independent validation, it is important to have personnel familiar with the jobs review the product to ensure that important details were not left out. Current employees on the Supply Clerk job reviewed the objectives and confirmed that they adequately cover the responsibilities of the position. Prior to actual implementation, the entire product will be reviewed with them in great detail and updates made as necessary. This was not done prior to publication of this research due to time constraints.

IV. Analysis

Steps in Training Program Design

The following is a list of steps in training program design synthesized from the research presented in Chapter II.

1. Identify the specific objectives of the training; what does the employee need to be able to do on the job?
2. Obtain the support of upper management and keep them informed. This is crucial if the program is to succeed.
3. Do a job or task analysis to determine how the job is being done and how it should be done.
4. Put together the training materials or manual. Break the training up into manageable areas and set up a flexible schedule to allow for faster or slower than average learners.
5. Prepare the lesson plans and other guidelines for the trainers.
6. Implement the program. Be flexible enough to make needed changes on-the-spot if possible.
7. Evaluate the training and improve the program based on the findings. Evaluation should take two different paths. First, obtain comments and suggestions for improvement from the participants. Also, monitor the trainee's progress on the job; their reaction to the program is important but even more important, from the point of view of the organization, is the effect training has on performance on the job.

Job and Task Analysis

Questionnaire. The questionnaire was designed to gain initial responses to be expanded upon in the interviews.

The employees were asked how long they had been on the job and at DESC. Presumably employees on the job longer would have a better understanding of their jobs and would be able to provide more information that could be used in designing a training program for that job.

Several main areas were covered by the questionnaire. Question number 1 asked what the general purpose of the job was to get the respondent thinking about the job. Questions 2, 3 and 12 addressed what the employee needs to be able to know or do to do the job. Questions 5, 7, 8 and 9 asked for difficult or error-prone job aspects so that these could be emphasized in the training programs being designed. Questions 10 and 11 asked about personal contacts required on the job for the purpose of deciding whether a briefing techniques or another course in dealing with people should be included. Question 4 asked the length of time needed to learn the job to guage how long the training program should take on the average. Question 6 asked about previous skills or training received that were helpful (employee) or required for the job (supervisor) so that these could be included in the program.

The questionnaire was kept short so that the respondents would not become tired of filling it out and give only sketchy or incomplete answers as a result.

Most answers received were fairly complete but required a follow-up interview to get enough information to design the programs. One area that was consistently incomplete were the questions asking what procedural guidance was used in performance of certain duties. One explanation for this is that some employees do not know what procedure or manual provides the basis for a particular task because they learned how to do the task by someone telling them how to do it rather than consulting the manuals to find out. Another explanation is the fact that many of the tasks are not covered in detail in any written procedure; the procedures state that a task should be accomplished but do not say how to do it.

There was, in general, a consensus between the employee and supervisor responses to the questionnaire. The responses of the two employees were identical because they filled out the form together and provided the same answers.

All agreed that the general purpose of the position is to provide clerical assistance to the office in processing DSRs. This information was used to write the introduction to the trainee and trainer manuals.

The duties listed in the responses were used as a starting point for interviews with both the employees and the supervisor. These responses formed the basis for the objectives. Again, there was wide agreement on what the duties of the position were but the employees tended to break

them down into finer detail. This tendecy reflects the attention to detail required on the job itself but not required for a supervisor.

Possible errors cited included mis-filing of items and sorting packages incorrectly. Notes were included in the trainer manual to alert the trainer to potential problem areas.

One month was the amount of time listed by all respondents as the time required to become reasonably trained on this position. This was therefore given as the suggested time for the post-training quiz in the trainer manual.

No training on any special machines or equipment is required for this position. Also, the personal contacts required do not necessitate training in telephone technique, effective briefing or any other type of course in dealing with people.

Follow-up Interviews. Follow-up interviews were conducted with current employees on the applicable job and the Process Group supervisor to clarify questionnaire answers and get more information. During the interviews, the interviewees were asked to describe various tasks done on the job including the purpose of the tasks, how they were done, where the work comes from and the result of the work. Also at this time, employees were observed on the job to see what they do and how they do it.

It was necessary to interview both the employee and supervisor to get a complete picture of the job. Employees are better able to describe the details and intricacies of the job while the supervisor often has a better grasp of how the job fits into the overall process. Personnel interviewed for the training program designed in this study had been on the job long enough to have a clear idea of what they do and why. It would be more difficult to design a training program if such people were not available.

The interview results were primarily the introductions and step-by-step procedures for each objective contained in the training packages.

Position Description. The position description for the job was reviewed to get additional background information about the job prior to the interviews.

Other Training Resources

Several outside resources were investigated for inclusion in this training program.

The Technical Operations Directorate Orientation is given very shortly after the employee is hired into the Directorate. For this reason, it is difficult for trainees to understand many of the details being presented to them but it does give some flavor of what the Directorate is all about and is therefore useful.

Currently the TSO sends its personnel to the entire series of Cataloger Training classes on a space available basis. Not all of the topics are directly relevant to the jobs in the TSO, however. A more efficient course of action would be to send TSO personnel to selected topics that relate directly to their particular job. This would take the trainee away from the desk for a shorter period of time and free up more space for others who may have a greater need for the cataloger training.

Technical Services training is not now available for use by TSO personnel due to time, personnel and other constraints within the Technical Services Division. Several portions of this training may be useful to TSO personnel if the opportunity becomes available in the future since several positions within the TSO interact and work with the Equipment Specialists in that division on a daily basis.

The Accelerated Reading course includes a segment on reading numbers quickly and accurately, a useful skill when sorting Supply Support Request packages, a major duty of the Supply Clerks in SRB.

After gathering the information to be included in the training program, it must be put into a format usable by both trainees and trainers.

Format of Training Materials

The trainee materials designed as a result of this effort begin with a short explanation of the position followed by a list of suggested outside courses to be taken, an introduction to the office guide and a list of objectives covered in on-the-job training. Each objective is then covered in greater detail including procedural or other references, a short introduction and step-by-step instructions.

The manual for the trainer contains all of the things in the trainee package along with tips on how to train, a course critique and a short quiz.

Training materials must be effectively used by the trainers to gain maximum benefit from the training program. Given below are some tips for trainers to use in presenting new material to trainees.

Tips for Trainers

The ideal method to use when showing a person how to do a new task is the following three step method:

1. Demonstrate the task while explaining it to the trainee.
2. Do the task while the trainee explains it.
3. Have the trainee do the task while explaining it.

This allows the trainee to practice which is crucial to retention of new information.

It is important to let the trainee know how they are doing. Give positive reinforcement by praising them when they do something right. Correct any mistakes and explain the right way to do the task immediately; if this is not done the trainee could develop a bad habit which will be more difficult to break later. In short, both positive and negative reinforcement are needed for learning.

Presentation of more material than the trainee needs to know to do the job or "overteaching" can confuse the trainee and keep him from absorbing other necessary information. It is not necessary to show the trainee every possible way to do the job; just show one efficient way and let the new employee develop his own methods as he learns.

Finally, scheduled breaks, as often as every hour, allow the trainee to rest so that more new material can be learned. Forcing the trainee to try to learn when he is tired can be counterproductive because the material will just have to be repeated more often before it is understood.

Evaluation and Feedback

As previously stated, there are two facets to training program evaluation: trainee reaction and learning.

Reaction. Trainees who react positively to a training experience will be more likely to benefit from it.

Additionally, trainee comments can be a valuable source of information for improvement of the program. Interview responses and the literature review along with two sample evaluation forms were used to design a training evaluation form for the TSO. The form was limited to two pages so that the trainees would be more inclined to give maximum attention to each individual question. Open-ended questions were included to allow the trainee to express any concerns not directly addressed by the questions. The TSO training evaluation form is shown in Appendix F.

Learning. A short paper and pencil test was developed to be administered as part of the training program. The test is to be given twice, both pre-training and post-training.

The first test is given before training begins and is used to assess the trainee's background related to the job.

The same test is to be given again after all objectives have been presented and practiced by the trainee. The exact timing will be left to the discretion of the trainer who is in the best position to determine when the trainee is ready to take the test. It was suggested that the test be given one month after training begins based on responses to the questionnaire. The results of the post-training test are used to show the trainee how much they have learned and to schedule additional explanations and practice where needed.

While the quiz measures retention of facts, it is necessary for the trainer to observe trainee performance on

the job to ensure that objectives are being performed correctly.

V. Conclusion and Recommendations

Conclusion

The conclusion to this thesis is non-traditional in that the conclusion is actually the training program which is the result of this effort. The training packages immediately follow this chapter and include the TSO Operations Guide, the Training Manual and the Trainer Manual.

This entire effort including the training packages was validated by two independent experts in the field of training.

Validation. The two validators thoroughly reviewed this effort both in terms of completeness and in light of their expertise in training program design.

Mr. Clayton recommend that the training programs be set up as objectives rather than tasks as was done originally. Objectives state what the trainee will be able to do at the end of the training while tasks merely show what the different parts of the job are. This change was made using guidelines on writing objectives supplied by Mr. Clayton. He also stated that while trainees can demonstrate that they are able to do a given task, they cannot actually show that they understand something. Several sentences within the text were modified as a result of this.

Ms. Houtz suggested clarification and further explanation of several areas in the text and in the training

programs to make the product more logical and easier to understand. She also suggested including a more extensive validation process involving TSO personnel. TSO personnel will become more involved in the validation process prior to actual implementation.

Implementation. Actual implementation of the training program was not accomplished as a result of this research effort due to time constraints. After the author returns to work at DESC, in October 1987, completion of the remaining training programs in the TSO will her primary job as directed by Mr. Lewis Terhune, Director of Technical Operations. All of the programs will be implemented on an as needed basis when new employees are hired into the office. Management of the Directorate of Technical Operations has been briefed and supports this course of action.

Ideally the programs should be implemented using a control group who use current training methods so that the results of the two methods can be compared. This is not possible due to the small number of people on each job, in some cases only one has a given job. Additionally, it is highly unlikely that two identical jobs would be vacant at the same time.

Observations of the initial run of each program and responses from trainee critiques will be used to "fine tune" and improve the program. All training programs will be updated as necessary when job requirements change.

Recommendations

The primary recommendation from this research is that the program resulting from it be implemented in the TSO at DESC and used to improve operations in that office. This program should be used as a model for the design of training programs for other non-supervisory positions in the TSO.

It is further recommended that this program and others that follow be reviewed for improvement and an necessary updates on a continuing basis.

TSO OPERATIONS GUIDE

STUDENT HANDOUT

TRANSITION SUPPORT OFFICE TRAINING

NAME:_____

ACRONYMS USED IN THE TSO OPERATIONS GUIDE

AUTODIN - Automatic Digital Network

DESC - Defense Electronics Supply Center

DLA - Defense Logistics Agency

DLSC - Defense Logistics Services Center

FSD - Full Scale Development

IEC - Item Entry Control

II - Item Identification

IM - Item Manager

IMM - Integrated Materiel Manager

NSN - National Stock Number

PTD - Provisioning Technical Documentation

SAMMS - Standard Automated Materiel Management System

SPTD - Supplementary Provisioning Technical Documentation

SSR - Supply Support Request

TIR - Total Item Record

TSO - Transition Support Office

Introduction

Provisioning is the process of identifying and acquiring the supply support necessary to ensure that a new system can be maintained during the period of time needed for normal replenishment systems to come on line and provide adequate support (4:37). This guide provides an overview of the provisioning process from the initial planning stages until the first delivery of spare parts is received.

Military Service Role

The process begins when a need for a new major system has been identified and determined to be valid. The new system may be a plane, ship, tank or whatever else is needed to defend the United States or our allies. Briefly, the major system acquisition process contains four phases:

Concept Exploration - During this phase, alternative solutions to the problem are identified and explored. Solutions may include a change in doctrine, deployment of additional personnel or purchase of a new weapon system.

Demonstration and Validation - The best alternatives from the first phase are expanded and studied in more detail. Limited system hardware prototyping may be included.

Full-Scale Development - During this third phase, the new system, including all essential support equipment and documentation, is designed, developed, fabricated and tested.

The result of this phase is a pre-production prototype of the system and the documentation needed to produce it for operational inventory.

Production/Deployment - During this phase the actual system is produced and deployed to the operating activities who will be using it. (34:8-18)

The entire major system acquisition process may take 15 years or more.

Provisioning planning should begin as early as possible, even as soon as the concept exploration phase. Program Managers in the Military Services who oversee the major system acquisition process are responsible for selecting a provisioning strategy to ensure that provisioning requirements can be included in the Full-Scale Development phase (4:37). Included in the strategy will be the provisioning method which commonly includes a formal provisioning conference (4:37;20).

The provisioning process includes determination of what spare parts will be required (the range of items) and the quantities of each part that will be needed. Provisioning Technical Documentation (PTD) and Supplementary Provisioning Technical Documentation (SPTD) for the needed items may be requested as part of the Full-Scale Development (FSD) contract if production options are included. Otherwise, PTD and SPTD are included in the terms of the actual production contract. PTD is the list of items to be provisioned. SPTD

includes engineering drawings that are used in support of provisioning and cataloging actions. Interested military service activities meet with the contractor at the Provisioning Guidance Conference held within 45 days of FSD contract award to resolve any questions regarding contract requirements (4:38). After delivery of the PTD and SPTD, decisions are made as to where items will be managed and whether they will be repaired or thrown away when they fail (5:33). Technicians also check to see if there are any substitute items already available for the needed spares.

All of this information is discussed at the formal Provisioning Conference by representatives of the military service activity having logistical responsibility for the end item. Prices for the new items, some of which are recommended by the contractor, may also be discussed at the conference (20). After the Provisioning Conference, retail and replenishment quantities are computed for the needed spare parts that are to be managed by a Defense Logistics Agency activity, based on how often an item will need to be replaced due to normal maintenance or failure (20:5). Retail quantities are those needed for initial service support requirements (17:E-3-9). Replenishment quantities are those required to support the end item during the first year of use (17:E-3-11). For new spare part items to be managed by an activity other than the provisioning military service, the service communicates its requirements to DLA by the use of a Supply Support Request (SSR) (20:4:39).

Processing by the Defense Electronics Supply Center

The mission of the Defense Electronics Supply Center (DESC), part of the Defense Logistics Agency (DLA), is to manage electronic spare parts for the U. S. military services, other Federal agencies and foreign military sales customers. Functions of DESC include cataloging, requirements computation, inventory control, procurement, distribution, disposal and supply (10:II-1). The computer system used at DESC is the Standard Automated Materiel Management System (SAMMS). Subsystems of SAMMS include Provisioning, Requirements, Technical, Distribution, Procurement and Financial.

Functions of the Directorate of Technical Operations. Supply Support Requests (SSRs) are received by the Transition Support Office (TSO), a division of the Directorate of Technical Operations. The TSO is the point of contact for the receipt, control and processing of SSRs (5810 manual:IV-3 and 4). SSRs received may be one of three types or conditions:

Condition 1 - A request for support on a National Stock Number (NSN) currently managed by an Integrated Material Manager (IMM).

Condition 2 - An SSR for an item not currently managed by an IMM.

Condition 3 - A Supply Support Request for a part numbered item (no NSN currently assigned) requesting cataloging and supply support (27).

Condition 1 SSRs are received via AUTODIN (Automatic Digital Network) and are processed almost entirely by computer; condition 2 SSRs represent a very low percentage of the workload of the TSO. Therefore, we will focus our attention on the condition 3, part number, SSRs which represent the primary manual workload of the TSO.

The TSO receives punched SSR cards along with technical data/drawings by mail for these condition 3, part number SSRs. Examples of information submitted on SSRs are: retail and replenishment quantities, item unit of issue, production leadtime, unit price, part number and manufacturer's code, other known users of the item and other information needed to correctly catalog and procure the item (17:E-4-10 - E-4-18). The cards are separated from the drawings and forwarded to the Office of Telecommunications and Information Systems (DESC-Z) for duplication. Both sets of cards are returned to the TSO. The new, duplicated set is input into DESC's main computer by the Data Transcriber in the Liaison Group. Use of the new card set minimizes errors due to cards mutilated in the mail. The SSRs are then automatically transmitted via AUTODIN to the Defense Logistics Services Center (DLSC) in Battle Creek, Michigan. This activity screens the part numbers by computer to determine if an NSN has already been

assigned. Advice is automatically transmitted to the submitting military service if a match to an already existing stock number is found. If no NSN match is found, various products are generated to the TSO including a detail listing of each SSR, punched cards to be used to input file maintenance actions and a pre-printed envelope to hold all of these materials. These items are matched to the appropriate technical drawings and packages are assembled for further processing. The Process Group within the TSO assigns a tentative Federal Stock Class (FSC) to each SSR, if one was not assigned by the submitting activity, and forwards the packages to either the Technical Services Division (DESC-ST) or the Logistics Data Division (DESC-SL), depending on the FSC, for Item Entry Control (IEC) (28).

IEC is a review process to ensure correct identification of items of supply. During this part of the process, the FSC, item name, part number, manufacturer's code and other information submitted on the SSR are reviewed for accuracy. Incorrect submissions are rejected back to the submitter if corrections cannot be made by the reviewer. Item unit prices are also reviewed for reasonableness during the IEC process. The SSR may be passed to another DLA inventory management activity such as the Defense General Supply Center (DGSC) in Richmond, VA, if DESC is not the correct manager. Reviews are also conducted to determine whether any substitute items are available. If a substitute is found, it is offered to the military service submitter who can either accept or

reject the offer (17:4-2). Any file maintence needed as a result of IEC is done by the TSO. Follow ups are also conducted by TSO personnel to ensure that IEC is done in a timely manner. After IEC, the SSR packages are returned to the TSO for control and file maintenance (28). The accepted SSRs are then routed to the correct branch in SL for Item Identification (II).

Item Identification is the process of writing up detailed descriptions of the items according to specified formats. The identifications are then input into DESC'S central computer via remote terminals. The IIs are subjected to rigorous quality control to ensure accuracy and transmitted to DLSC. DLSC then uses the II information and the data submitted with the SSR to build a Total Item Record (TIR) for the new item and assign a new NSN.

The Provisioning subsystem of SAMMS then automatically passes item information to the Requirements subsystem where a Supply Control File is built for the item. Based on the quantities requested in the original SSR, the system determines whether the item will be bought for stock or bought only upon receipt of a requisition and shipped directly to the customer. Stockage levels are computed for the items to be stocked.

Directorate of Supply Operations Duties. Inventory Managers (IMs) within this Directorate (DESC-O) receive "Recommended Buys" for new NSNs for which stock is to be

maintained in anticipation of future requisitions from the military services or other customers. A Standard Supply Control Study (Study) is automatically generated for every stock number below its computed reorder point contained in the item's file. IMs review levels shown on the Study to ensure that they are in accordance with current Directorate policy. Any incorrect information is changed and the buy quantity is recomputed accordingly.

All buys for new Provisioning items over $5000 (buy quantity multiplied by the item's unit price) must be validated prior to being approved by the IM. Retail and replenishment quantities submitted on the original SSR are validated by contacting the submitting military service activity (37). These validations are quite beneficial in the sense that the validated quantities are often different than the original quantities. Of all items validated, almost half come back with quantity changes; over 80% of the changes are reductions. DESC avoids spending between $9 million and $24 million during a Fiscal Year through this validation process (19). The money saved can then be spent to stock items with more urgent requirements.

If the requirements have been changed as a result of the validation, the IM recomputes item levels and revises the buy quantity accordingly. Based on the IM's decision, buy information is then input to the main computer via remote terminal. Technical data availability and funding are

checked automatically; if no problem is found in either of these areas, a Purchase Request is computer generated by the Procurement Subsystem to the Directorate of Contracting and Production.

Directorate of Contracting and Production Duties. Buys are processed by this Directorate (DESC-P) much the same as any other first time buy (18;48). The only difference being that if a high contractor quote or minimum buy requirement causes the dollar value of the buy to exceed $5000, provisioning quantities must be validated by a similar process used in the Supply Operations Directorate if it has not already been validated (37).

The following is a brief description of the procurement process at DESC. Different procedures are called for depending on the dollar value of the buy. For some buys under $2500, the purchase may be awarded automatically by computer under an already existing Blanket Purchase Agreement with a specific manufacturer. Some other buys between $2500 and $25,000 will be solicited for quotes automatically by computer then assigned to a buyer based on the Federal Stock Class of the item being bought. All buys over $10,000 and some exceptions under that amount are assigned to a buyer for manual solicitation and award. For buys over $25,000, the buyer must develop an Advance Acquisition Plan before proceeding with the solicitation. By law and regulation efforts are made to award to small business whenever

possible. High dollar value buys (over $10,000 if only one source is known, over $25,000 otherwise) must be published in the Commerce Business Daily before the solicitations for bids are sent out.

In the past, the sealed bidding or formal advertising process has been preferred over negotiation. With the advent of the Competition in Contracting Act in 1984, however, the two methods are now approximately equal. The primary emphasis now is on maintaining full and open competition. Offers to manufacture an item are now entertained from any contractor able to make the item; that is, there is no necessity to buy the item from a single specified source.

When ready to solicit the procurement,the buyer sends out a request for a bid (sealed bidding), a quote (negotiation) or a proposal (high dollar negotiation). Bids are opened at precisely 2 o'clock in the afternoon on the scheduled closing date in the bid room. An award is made to the responsible and responsive bidder offering the lowest price. Quotes and proposals must be received by the buyer at a specified time and date. They are evaluated by the buyer and, if necessary, negotiations are conducted with all offerors within a competitive range. An award is then made to the contractor making the best offer. This usually means the lowest price but could also include other factors such as delivery schedules if urgent requirements are involved.

After award, responsibility is passed from the buyer and the procuring contracting officer to an administrative contracting officer who monitors contracor performance and handles any problems that occur. Examples of such problems are late delivery, packaging problems or requests for quantity changes from the IM (18;48).

After production, the contractor ships the material to DLA warehouses located around the country where they stay until requisitioned by a military service customer.

TRAINING MANUAL FOR PROCESS GROUP SUPPLY CLERK (GS-4)

PROCESS GROUP SUPPLY CLERK TRAINING PROGRAM

TRANSITION SUPPORT OFFICE TRAINING

NAME:_____

TRAINER:_____

Introduction

The purpose of this position is to provide supply clerical assistance to the Transition Support Office (TSO) in controlling and processing documents and cards for electronic data processing and to perform supply clerical functions in processing Supply Support Request (SSR) packages.

Suggested Outside Courses to be Taken

1. Technical Operations Directorate Orientation (if you are new to the Directorate).

2. Accelerated Reading Course (scheduled by the Civilian Personnel Office).

3. Cataloger Training Modules:

   a. Introduction to the Federal Cataloging System.
   b. Supply Support Requests/Provisioning.
   c. Standard Automated Material Management System (SAMMS).

TSO Operations Guide

A copy of this guide should be provided to you. Ask your trainer to get you one if you do not have one. It provides an overview of the entire provisioning process of which the TSO is a vital part. If you have any questions while reviewing the guide, ask your trainer or supervisor to explain.

Objectives of this Training Program

1. Upon completion of this objective, you will be able to accurately sort Supply Support Request (SSR) packages by Federal Supply Class (FSC) and deliver them to the correct office for Item Entry Control (IEC).

2. Upon completion of this objective, you will be able to sort Supply Support Request (SSR) packages by Action Code/Action Taken Code and deliver the appropriate packages to the correct office for Item Identification (II).

3. Upon completion of this objective, you will be able to select technical data and reject notifications from rejected Supply Support Request (SSR) packages and mail this information to the correct military service activity.

4. Upon completion of this objective, you will be able to select alternate item referrals from appropriate Supply Support Request (SSR) packages and mail the offers to the correct military service activities.

5. Upon completion of this objective, you will be able to file final advice listings (F-209s) by Provisioning Control Codes in the correct Provisioning History File Envelopes.

6. Upon completion of this objective, you will be able to remove the oldest information from the provisioning history files, dispose of them properly and prepare the shelves to receive new Provisioning History File Envelopes (PHFEs).

References

The referenced manuals are located in the office of the SRA branch chief. These references are for background information or reference for codes only. You need not try to read them in their entirety. Detailed procedures for each objective are provided in this manual.

OBJECTIVE 1: Upon comletion of this objective, you will be able to accurately sort Supply Support Request (SSR) packages by Federal Supply Class (FSC) and deliver them to the correct office for Item Entry Control (IEC).

REFERENCE: DLAM 4140.26, Chapter 4 and Appendix E.

INTRODUCTION: After SSR packages are assembled, a Federal Stock Class (FSC) is tentatively assigned to any SSR where the submitting military service has not already assigned an FSC. The SSRs are then sorted by FSC and forwarded to either the Logistics Data Division (SL) or the Technical Services Division (ST) for Item Entry Control (IEC).

PROCEDURE:

1. Get SSR packages from baskets on the SSR distribution table when told to by one of the lead Supply Specialists in SRB.
2. Sort the packages by FSC (block 6 of the DESC FORM 17).
3. Deliver the packages to the appropriate office according to the table in Attachment 1 to this objective.

ATTACHMENT 1

Offices Responsible for IEC by Federal Supply Class (FSC)

SLC	SLD	SLE
5965	5915	5950
5985	5999	5990

STCA	STCB	STCC	STCD
5905	5945	5920	5935
5955	6625	5925	
		5930	

STDA	STDB	STDC	STDD
5910	1200s	5960	5962 (all others)
	1400s	5961	
	1600s	5962 (ROM/PROM)	
	4900s	5963	
	5800s	5980	
	6000s		
	7000s		

OBJECTIVE 2: Upon completion of this objective, you will be able to accurately sort Supply Support Request (SSR) packages by Action Code/Action Taken Code and deliver the appropriate packages to the correct office for Item Identification (II).

REFERENCES: DLAM 4140.26, Chapter 4 and Appendix E.
DLAM 4140.2, Chapter 39 and Appendix B-230.

INTRODUCTION: After Item Entry Control (IEC) has been completed, SSR packages are returned to SR for file maintenance action. The items accepted for National Stock Number (NSN) assignment are sorted be Federal Supply Class (FSC) and delivered to the Logistics Data Division (SL) for II.

PROCEDURE:

1. Receive SSR packages on your desk from the SRB lead Supply Specialists.

2. Sort packages by Action Code/Action Taken Code (blocks 32 and 33 of the DESC Form 47).

OJ - accepted for NSN assignment.

OO/OI - offer of alternate NSN/part number.

Anything else is to be considered a reject (see step 5 of this objective).

Action Codes (O_ series) are explained in DLAM 4140.2, Appendix B-230.

Action Taken Codes (Y_ series and numeric) are explained in DLAM 4140.26, Appendix E-1.

3. Sort the "OJ" packages by FSC. Put your name in the top right corner of the Form 47. Sign and date the package and indicate the office it is to be routed to in the routing and signature block area of the Form 47. Attachment 1 to this objective shows which FSCs are assigned to each branch in SL.

4. Carry the packages to the appropriate office.

5. Return the data to the military services for rejected SSRs (see Objective 3 for instructions).

6. Mail alternate item offers to the military services for OO/OI packages (see Objective 4 for instructions).

ATTACHMENT 1

Offices Responsible for II by Federal Supply Class (FSC)

SLC	SLD	SLE
5935	1660	1200s
5955	5910	1400s
5965	5915	4931
5800s	5920	4935
5985	5930	5905
6625	5960	5925
	5961	5945
	5962	5950
	5963	5990
	5980	6000s
	5999	
	7000s	

OBJECTIVE 3: Upon completion of this objective, you will be able to select technical data and reject notifications from rejected Supply Support Request (SSR) packages and mail this information to the correct military service activity.

REFERENCES: DLAM 4140.26, Chapter 4 and Appendix E.
DLAM 4140.2, Chapter 39.

INTRODUCTION: Technical drawings that were submitted with SSRs by the military services must be returned to them if the SSRs are rejected.

PROCEDURE:

1. Receive rejected SSR packages in your incoming basket from the SRB lead Supply Specialists.
2. Remove technical data from the packages. For items rejected with an OB/36 (SSR returned for reasons not covered by an existing action taken code), remove the technical data and the DD Form 2241 (Standard Alternate Item Referral/Reject Notification).
3. Locate the activity code on the technical data and/or the 2241. Obtain an address label from the SRB address label file to be used to mail the information to the military service activity.

4. Place the materials to be mailed out in an envelope and stick the address label to the envelope.

5. Put the addressed envelopes in the outgoing mail basket.

OBJECTIVE 4: Upon completion of this objective, you will be able to select alternate item referrals from appropriate Supply Support Request (SSR) packages and mail the offers to the correct military service activities.

REFERENCES: DLAM 4140.26, Chapter 4 and Appendix E.
DLAM 4140.2, Chapter 39.
DoD 4100.39M, Volume 10, Table 104.

INTRODUCTION: During Item Entry Control (IEC), technicians may discover an item similar to the one requested on the SSR. The substitute item may be of higher quality than the requested item or one that is already stocklisted with a National Stock Number (NSN). The military services must approve any substitutes before they are actually made. For several Air Force activities, evaluation of the alternate item is done by the Cataloging and Standardization Center (CASC) in Battle Creek, Michigan.

PROCEDURE:

1. Receive OO and OI offer packages.

   OO - generates a YL, alternate NSN offer.

   OI - generates a YQ, alternate part number offer.

2. Remove the DD Form 2041 (Standard Alternate Item Referral/Reject Notification) from each package.

3. Attach the data to the original copy of the 2241.

4. Separate activities SX (Oklahoma City Air Logistics Center), SU (Ogden Air Logistics Center) and TG (Warner-Robins Air Logistics Center) from the others. Alternate item offers for these activities are sent to CASC for evaluation. Pull an extra copy of the 2241 only (without data) to be sent to the submitting activity. See DoD Manual 4100.39, Table 104 for a list of activity codes with their associated names and addresses.

5. File a copy of the 2241 in the Provisioning History File Envelopes by Provisioning Controls in this order:

Provisioning Control Code (PCC)

Date of Request (DOR)

Activity Code (AC)

6. Stamp or write the date in block 20 of the 2241 when it is mailed out.

7. Stamp or write your name on the top right corner of the DESC Form 47.

8. File all CC/CI packages in the YL/YQ suspense file to await a reply. These are filed in the following order by Provisioning Controls.

Provisioning Control Code (PCC)

Date of Request (DOR)

Item Serial Number (ISN)

9. Pull an address label from the SRB address label file for each of the 2241s by activity code. Also, pull a label for CASC for activities SX, SU and TG.

10. Place the materials to be mailed in an envelope and stick the correct address label to the envelope. Remember, CASC gets the original copy of the 2241 with the technical data attached.

11. Place the envelopes in the outgoing mail basket.

OBJECTIVE 5: Upon completion of this objective, you will be able to file final advice listings (F-209s) by Provisioning Control Codes in the correct Provisioning History File Envelopes.

REFERENCES: DLAM 4140.26, Chapter 4 and Appendix E.
DLAM 4140.2, Chapter 39.

INTRODUCTION: After final action has been input on an individual SSR, an F-209 Final Advice Listing is automatically output to the Transition Support Office (TSO). These are retained in the Provisioning History Files for future reference.

PROCEDURE:

1. Receive F-209 listings in incoming basket.
2. Sort the F-209s by Provisioning Controls in this order:
   Provisioning Control Code (PCC)
   Date of Request (DOR)
   Activity Code (AC)

   Provisioning control information is shown at the top of each page of the F-209 listing.
3. File the F-209s in the brown Provisioning History File Envelopes (PHFEs). Start by checking the most current files (top row) first, then move down.

4. There will probably be some F-209s remaining for which there are no PHFEs. Place these in the paper recycle bins; they are not saved.

OBJECTIVE 6: Upon completion of this objective, you will be able to remove the oldest information from the provisioning history files, dispose of them properly and prepare the shelves to receive new Provisioning History File Envelopes (PHFEs).

REFERENCES: DLAM 4140.26, Chapter 4 and Appendix E.
DLAM 4140.2, Chapter 39.

INTRODUCTION: Files of in process and completed Supply Support Requests (SSRs) are maintained in the Transition Support Office (TSO) for one year. The files are arranged in four rows with the top row being the most recent quarter and the bottom row being the oldest SSRs. Each quarter these files are purged of the oldest SSRs to allow space to file new ones.

PROCEDURE:

1. Remove the files from the lowest shelf of the history files and sort the contents as follows:

a. Remove any technical drawings and mail them back to the submitting military service (see Return of Data back to instructions).

b. Remove one copy of each DD Form 2241. File these in the Provisioning Control History File drawers by Provisioning Controls in the following order:

Provisioning Control Code (PCC)

Date of Request (DOR)

Item Serial Number (ISN)

c. Remove any computer cards and put them in the card recycle bins.

d. Deposit the rest of the material in the paper recycle bins.

2. Move the contents of each shelf down to the next lower shelf leaving the top shelf empty.

TRAINER MANUAL FOR PROCESS GROUP SUPPLY CLERK (GS-4)

PROCESS GROUP SUPPLY CLERK TRAINING PROGRAM

TRANSITION SUPPORT OFFICE TRAINING

Introduction

The purpose of this position is to provide supply clerical assistance to the Transition Support Office (TSO) in controlling and processing documents and cards for electronic data processing and to perform supply clerical functions in processing Supply Support Request (SSR) packages.

Tips for Effective Training

1. The following three step method is the ideal way to demonstrate a new task.

   a. Demonstrate the task to the trainee while you explain what is being done.

   b. Have the trainee tell you what to do while you do the task.

   c. Have the trainee do the task and explain what he or she is doing at the same time.

2. Practice is very important while learning how to do something new. Allow plenty of time for practice.

3. Give the trainee feedback on his or her progress. Let them know when they are doing something right as well as when they are doing something wrong.

4. Avoid [illegible] every possible way [illegible] the job and overwhelming the trainee. Simply explain the good way to do the task and allow the trainee to develop his or her own specific methods.

5. Schedule short breaks during the training sessions to keep fatigue (both yours and the trainee's) to a minimum. Approximately an hour between breaks is about right.

Quiz

The quiz included in this package is to be given to the trainee twice. The first time is before training begins to find out what they already know. The second is about one month after training begins when you feel that they have achieved an adequate mastery of the objectives. This will show them how much they have learned and see where any problem areas are. Be sure to give them the right answers and discuss them fully especially after the second time the quiz is given. It is not important that they have the exact same wording as on the answer key as long as the answers are similar.

The quiz does not replace the need for feedback and reinforcement on a daily basis. The trainee's actual performance on the objectives should be assessed on the job.

Student Evaluation of Training

Have the trainee fill out the Student Evaluation of Training after the second quiz has been completed and discussed. When completed, it is to be used by you and your supervisor to improve the training program and methods to make it as effective as possible.

Suggested Outside Courses to be Taken

1. Technical Operations Directorate Orientation (if trainee is new to the Directorate).

2. Accelerated Reading Course (scheduled by the Civilian Personnel Office).

3. Cataloger Training Modules:

   a. Introduction to the Federal Cataloging System.
   b. Supply Support Requests/Provisioning.
   c. Standard Automated Material Management System (SAMMS).

TSO Operations Guide

Provide a copy of this guide to the trainee. Have them read through it in their spare time. Tell them to ask you or your supervisor any questions they may have about the information in the guide. It provides an overview of the entire provisioning process of which the TSO is a vital part.

Objectives of this Training Program

1. Upon completion of this objective, the trainee will be able to accurately sort Supply Support Request (SSR) packages by Federal Supply Class (FSC) and deliver them to the correct office for Item Entry Control (IEC).

2. Upon completion of this objective, the trainee will be able to sort Supply Support Request (SSR) packages by Action Code/Action Taken Code and deliver the appropriate packages to the correct office for Item Identification (II).

3. Upon completion of this objective, the trainee will be able to select technical data and reject notifications from rejected Supply Support Request (SSR) packages and mail this information to the correct military service activity.

4. Upon completion of this objective, the trainee will be able to select alternate item referrals from appropriate Supply Support Request (SSR) packages and mail the offers to the correct military service activities.

5. Upon completion of this objective, the trainee will be able to file final advice listings (F-209s) by Provisioning Control Codes in the correct Provisioning History File Envelopes.

6. Upon completion of this objective, the trainee will be able to remove the oldest information from the provisioning history files, dispose of them properly and prepare the shelves to receive new Provisioning History File Envelopes (PHFEs).

References

The referenced manuals are located in the office of the SRA branch chief. These references are for background information or reference for codes only. The trainee need not read them in their entirety. Detailed procedures for each objective are provided in this manual.

OBJECTIVE 1: Upon completion of this objective, the trainee will be able to accurately sort Supply Support Request (SSR) packages by Federal Supply Class (FSC) and deliver them to the correct office for Item Entry Control (IEC).

NOTE TO TRAINER: Delivery of the packages to the correct office is important. Accuracy should be stressed here. Speed is also important but it is a secondary consideration to accuracy.

REFERENCE: DLAM 4140.26, Chapter 4 and Appendix E.

INTRODUCTION: After SSR packages are assembled, a Federal Stock Class (FSC) is tentatively assigned to any SSR where the submitting military service has not already assigned an FSC. The SSRs are then sorted by FSC and forwarded to either the Logistics Data Division (SL) or the Technical Services Division (ST) for Item Entry Control (IEC).

PROCEDURE:

1. Get SSR packages from baskets on the SSR distribution table when told to by one of the lead Supply Specialists in SRB.
2. Sort the packages by FSC (block 6 of the DESC FORM 47).
3. Deliver the packages to the appropriate office according to the table in Attachment 1 to this objective.

ATTACHMENT 1

Offices Responsible for IEC by Federal Supply Class (FSC)

SLC	SLD	SLE
5965	5915	5950
5985	5999	5990

STCA	STCB	STCC	STCD
5905	5945	5920	5935
5955	6625	5925	
		5930	

STDA	STDB	STDC	STDD
5910	1200s	5960	5962 (all others)
	1400s	5961	
	1600s	5962 (ROM/PROM)	
	4900s	5963	
	5800s	5980	
	6000s		
	7000s		

OBJECTIVE 2: Upon completion of theis objective, the trainee will be able to sort Supply Support Request (SSR) packages by Action Code/Action Taken Code and deliver the appropriate packages to the correct office for Item Identification (II).

NOTE TO TRAINER: Delivering the packages to the right office is important. Accuracy should be stressed here. Speed is also important but it is secondary to accuracy.

REFERENCES: DLAM 4140.26, Chapter 4 and Appendix E.
DLAM 4140.2, Chapter 39 and Appendix B-230.

INTRODUCTION: After Item Entry Control (IEC) has been completed, SSR packages are returned to SR for file maintenance action. The items accepted for National Stock Number (NSN) assignment are sorted be Federal Supply Class (FSC) and delivered to the Logistics Data Division (SL) for II.

PROCEDURE:

1. Receive SSR packages from the SRB lead Supply Specialists.
2. Sort packages by Action Code/Action Taken Code (blocks 32 and 33 of the DESC Form 47).
   OJ - accepted for NSN assignment.
   OO/OI - offer of alternate NSN/part number.

Anything else is to be considered a reject (see step 5 of this objective).

Action Codes (O_ series) are explained in DLAM 4140.2, Appendix B-230.

Action Taken Codes (Y_ series and numeric) are explained in DLAM 4140.26, Appendix E-1.

3. Sort the "OJ" packages by FSC. Put the name of the clerk in the top right corner of the Form 47. Sign and date the package and indicate the office it is to be routed to in the routing and signature block area of the Form 47. Attachment 1 to this objective shows which FSCs are assigned to each branch in SL.

4. Carry the packages to the appropriate office.

5. Return the data to the military services for rejected SSRs (see Objective 3 for instructions).

6. Mail alternate item offers to the military services for OO/OI packages (see Objective 4 for instructions).

ATTACHMENT 1

Offices Responsible for II by Federal Supply Class

SLC	SLD	SLE
5935	1660	1200s
5955	5910	1400s
5965	5915	4931
5800s	5920	4935
5985	5930	5905
6625	5960	5925
	5961	5945
	5962	5950
	5963	5990
	5980	6000s
	5999	
	7000s	

OBJECTIVE 3: Upon completion of this objective, the trainee will be able to select technical data and reject notifications from rejected Supply Support Request (SSR) packages and mail this information to the correct military service activity.

NOTE TO TRAINER: It is important to ensure that the drawings go back to the correct submitting activity. Again, stress accuracy over speed.

REFERENCES: DLAM 4140.26, Chapter 4 and Appendix E.
DLAM 4140.2, Chapter 39.

INTRODUCTION: Technical drawings that were submitted with SSRs by the military services must be returned to them if the SSRs are rejected.

PROCEDURE:

1. Receive rejected SSR packages from the SRB lead Supply Specialists.
2. Remove technical data from the packages. For items rejected with an OB/36 (SSR returned for reasons not covered by an existing action taken code), remove the technical data and the DD Form 2241 (Standard Alternate Item Referral Reject Notification).

3. Locate the activity code on the technical data and or the 2041. Obtain an address label from the SRB address label file to be used to mail the information to the military service activity.

4. Place the materials to be mailed out in an envelope and stick the address label to the envelope.

5. Put the addressed envelopes in the outgoing mail basket.

OBJECTIVE 4: Upon completion of this objective, the trainee will be able to select alternate item referrals from appropriate Supply Support Request (SSR) packages and mail the offers to the correct military service activities.

NOTE TO TRAINER: A possible source of errors in this task is forgetting to send the original copy of the offer to CASC for the applicable activities.

REFERENCES: DLAM 4140.26, Chapter 4 and Appendix E.
DLAM 4140.2, Chapter 39.
DoD 4100.39M, Volume 10, Table 104.

INTRODUCTION: During Item Entry Control (IEC), technicians may discover an item similar to the one requested on the SSR. The substitute item may be of higher quality than the requested item or one that is already stocklisted with a National Stock Number (NSN). The military services must approve any substitutes before they are actually made. For several Air Force activities, evaluation of the alternate item is done by the Cataloging and Standardization Center (CASC) in Battle Creek, Michigan.

PROCEDURE:

1. Receive OO and OI offer packages.

   OO - generates a YL, alternate NSN offer.

   OI - generates a YQ, alternate part number offer.

2. Remove the DD Form 2241 (Standard Alternate Item Referral/Reject Notification) from each package.

3. Attach the data to the original copy of the 2241.

4. Separate activities SX (Oklahoma City Air Logistics Center), SU (Ogden Air Logistics Center) and T3 (Warner-Robins Air Logistics Center) from the others. Alternate item offers for these activities are sent to CASC for evaluation. Pull an extra copy of the 2241 only (without data) to be sent to the submitting activity. See DoD Manual 4100.39, Table 104 for a list of activity codes with their associated names and addresses.

5. File a copy of the 2241 in the Provisioning History File Envelopes by Provisioning Controls in this order.

   Provisioning Control Code (PCC)

   Date of Request (DOR)

   Activity Code (AC)

6. Stamp or write the date in block 21 of the 2241 when it is mailed out.

7. Stamp or write the name of the clerk on the top right corner of the DESC Form 47.

8. File all OO/OI packages in the YL/YQ suspense file to await a reply. These are filed in the following order by Provisioning Controls.

Provisioning Control Code (PCC)

Date of Request (DOR)

Item Serial Number (ISN)

9. Pull an address label from the SRB address label file for each of the 2241s by activity code. Also, pull a label for CASC for activities SX, SU and TG.

10. Place the materials to be mailed in an envelope and stick the correct address label to the envelope. Remember, CASC gets the original copy of the 2241 with the technical data attached.

11. Place the envelopes in the outgoing mail basket.

OBJECTIVE 5: Upon completion of this objective, the trainee will be able to file final advice listings (F-209s) by Provisioning Control Codes in the correct Provisioning History File Envelopes.

NOTE TO TRAINER: This is not a high priority task - it should be done as time permits but at least weekly.

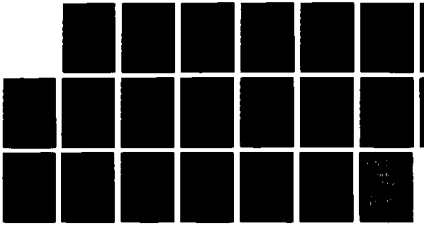
REFERENCES: DLAM 4140.26, Chapter 4 and Appendix E.
DLAM 4140.2. Chapter 39.

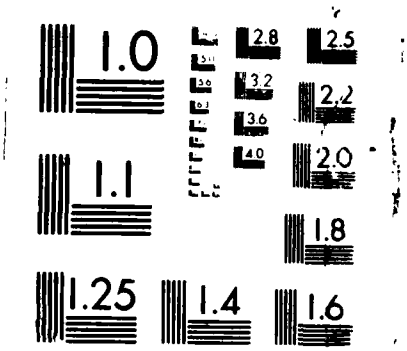
INTRODUCTION: After final action has been input on an individual SSR, an F-209 Final Advice Listing is automatically output to the Transition Support Office (TSO). These are retained in the Provisioning History Files for future reference.

PROCEDURE:

1. Receive F-209 listings in incoming basket.
2. Sort the F-209s by Provisioning [illegible]
   Provisioning Control Code (PCC)
   Date of Request (DOR)
   Activity Code (AC)
   [illegible]

AD-A186 601 A TRAINING PROGRAM FOR NON-SUPERVISORY PERSONNEL IN THE 2/2
TRANSITION SUPPOR..(U) AIR FORCE INST OF TECH
WRIGHT-PATTERSON AFB OH SCHOOL OF SYST.. K H KELLEY
UNCLASSIFIED SEP 87 AFIT/GLM/LSM/87S-40 F/G 5/6 NL





3. File the F-209s in the brown Provisioning History File Envelopes (PHFEs). Start by checking the most current files (top row) then move down.

4. There will probably be some F-209s remaining for which there are no PHFEs. Place these in the paper recycle bins; they are not saved.

OBJECTIVE 6: Upon completion of this objective, the trainee will be able to remove the oldest information from the provisioning history files, dispose of them properly and prepare the shelves to receive new Provisioning History File Envelopes (PHFEs).

NOTE TO TRAINER: Make sure that all 2241s are pulled from the packages being purged and saved in the correct file.

REFERENCES: DLAM 4140.26, Chapter 4 and Appendix E.
DLAM 4140.2, Chapter 39.

INTRODUCTION: Files of in process and completed Supply Support Requests (SSRs) are maintained in the Transition Support Office (TSO) for one year. The files are arranged in four rows with the top row being the most recent quarter and the bottom row being the oldest SSRs. Each quarter these files are purged of the oldest SSRs to allow space to file new ones.

PROCEDURE:

1. Remove the files from the lowest shelf of the history files and sort the contents as follows:

a. Remove any technical drawings and mail them back to the submitting military service (see Return of Data task for instructions).

b. Remove one copy of each DD Form 2241. File these in the Provisioning Control History File drawers by Provisioning Controls in the following order:

Provisioning Control Code (PCC)

Date of Request (DOR)

Item Serial Number (ISN)

c. Remove any computer cards and put them in the card recycle bins.

d. Deposit the rest of the material in the paper recycle bins.

2. Move the contents of each shelf down to the next lower shelf leaving the top shelf empty.

QUIZ

1. Which procedure is done first: Item Identification or Item Entry Control?

_____

2. What does an OJ action code mean?

_____

_____

3. What does an OO or OI action code indicate?

_____

_____

4. What is done with technical data submitted with a Supply Support Request (SSR) if the SSR is rejected?

_____

_____

5. What is done with F-209 Final Advice listings?

_____

_____

6. How long are SSRs kept in the Provisioning History Files?

_____

7. Who originates SSRs?

_____

_____

8. Which SSRs represent the primary manual workload of the Transition Support Office (SR)? Circle one.

Condition 1 Condition 2 Condition 3

9. Which directorate at DESC is responsible for determining how many of a new stock numbered item will be bought?

_____

10. Is the procurement process much different for newly provisioned items than for other first time buys?

_____

KEY FOR QUIZ

1. Which procedure is done first: Item Identification or Item Entry Control?

ANSWER: Item Entry Control.

2. What does an OJ action code mean?

ANSWER: The Supply Support Request has been accepted for National Stock Number assignment.

3. What does an OO or OI action code indicate?

ANSWER: An alternate National Stock Number or part number is being offered to the military service submitter.

4. What is done with technical data submitted with a Supply Support Request (SSR) if the SSR is rejected?

ANSWER: It is mailed back to the military service submitter.

5. What is done with F-209 Final Advice Listings?

ANSWER: They are retained in the Provisioning History Files for future reference.

6. How long are SSRs kept in the Provisioning History Files?

ANSWER: One year.

7. Who originates SSRs?

ANSWER: Military service submitting activities.

8. Which SSRs represent the primary manual workload of the Transition Support Office (SR)? Circle one.

Condition 1 Condition 2 Condition 3

ANSWER: Condition 3

9. Which directorate at DESC is responsible for determining how many of a new stock numbered item will be bought?

ANSWER: The Directorate of Supply Operations.

10. Is the procurement process much different for newly provisioned items than for other first time buys?

ANSWER: No, they are done much the same way.

STUDENT EVALUATON OF TRAINING

Job Title:_____

Office Symbol:_____ Date:_____

(You may use the back of the page for comments if necessary.)

1. Rate the overall training program using the following scale:

a. Excellent b. Good c. Fair d. Poor

2. Were the training materials effective?

Yes_____ No_____ If no, what changes would you make?

3. Did the trainer present the information clearly?

Yes_____ No_____ If no, please explain:

4. Was the time spent on any objective:

Too short? Yes_____ No_____ If yes, which ones?

Too long? Yes_____ No_____ If yes, which ones?

5. Is there any additional information that you would like to have included in the training program?

6. Do you have any other comments/recommendations for improvement of this training program?

APPENDIX A

Positions in the TSO

		SRA	SRB
GS-2001-11	General Supply Specialist	2	
GS-2001-09	General Supply Specialist	1	2
GS-2001-07	General Supply Assistant	2	6
GS-2005-05	Supply Clerk	1	
GS-2005-04	Supply Clerk	1	2
GS-2005-04	Supply Clerk (Typing)	1	
GS-0356-03	Data Transcriber	1	
TOTALS		9	10

APPENDIX B

Position Questionnaire

NAME_____ DATE_____

JOB TITLE_____ OFFICE SYMBOL_____

Length of occupancy of position_____

Length of service at DESC_____

1. What is the general purpose of this position?

_____

_____

_____

_____

_____

2. Describe the primary duties of this position. Include any regulatory or procedural guidance, that applies to each duty (example DLAM 4140.26).

a. Daily duties	Guidance	% of Time

b. Regular periodic duties

(weekly, monthy, etc.)	Guidance	% of Time

c. Significant occasional

duties at irregular intervals	Guidance	% of Time

3. List machines or equipment used in performance of this job (i.e. computers, microfiche readers, typewriters, etc.)

_____

_____

_____

4. What is the average time, in months, required to learn this job?

_____

5. What, in your opinion, is the most difficult part of the job to learn?

_____

_____

6. What skills, knowledge, education or training that you received helped you do the job better?

_____

_____

_____

7. What errors are likely to occur in this job?

_____

_____

8. How are these errors discovered?

_____

_____

9. What is the probable effect of these errors?

_____

_____

10. With whom does this position require contact? Check all that apply.

_____Immediate Co-workers

_____Employees in other offices within the Directorate of Tech Ops

_____Employees in other Directorates such as Supply or Data Systems

_____Representatives of military service activities

_____Other (please describe) _____

11. What are the purposes of these contacts?

_____

_____

_____

_____

12. What job knowledge or skills should an incumbent of this job posess? (i.e. What does a person need to know how to do to perform this job?)

_____

_____

_____

_____

13. List any other information which might be helpful in the design of a training program for this job.

_____

_____

_____

_____

_____

THANK YOU FOR YOUR HELP!

APPENDIX C

Position Questionnaire - Supervisor

NAME_____ DATE_____

JOB TITLE_____ OFFICE SYMBOL_____

1. What is the general purpose of this position?

_____

_____

_____

_____

_____

2. Describe the primary duties of this position. Include any regulatory or procedural guidance, that applies to each duty (example DLAM 4140.26).

a. Daily duties	Guidance	% of Time

b. Regular periodic duties

(weekly, monthy, etc.)	Guidance	% of Time

c. Significant occasional

duties at irregular intervals	Guidance	% of Time

3. List machines or equipment used in performance of this job (i.e. computers, microfiche readers, typewriters, etc.)

_____

_____

_____

4. What is the average time, in months, required to learn this job?

_____

5. What, in your opinion, is the most difficult part of the job to learn?

_____

_____

6. What skills, knowledge, education or training are necessary to do this job well?

_____

_____

_____

7. What errors are likely to occur in this job?

_____

_____

8. How are these errors discovered?

_____

_____

9. What is the probable effect of these errors?

_____

_____

10. With whom does this position require contact? Check all that apply.

_____Immediate Co-workers

_____Employees in other offices within the Directorate of Tech Ops

_____Employees in other Directorates such as Supply or Data Systems

_____Representatives of military service activities

_____Other (please describe) _____

11. What are the purposes of these contacts?

_____

_____

_____

_____

12. What job knowledge or skills should an incumbent of this job posess? (i.e. What does a person need to know how to do to perform this job?)

_____

_____

_____

_____

13. List any other information which might be helpful in the design of a training program for this job.

_____

_____

_____

_____

_____

THANK YOU FOR YOUR HELP!

APPENDIX D

Topics Covered in Cataloger Training

1. Introduction to the Federal Catalog System.
2. National Stock Number.
3. Item Identification.
4. Federal Supply Classification.
5. Item Name Development.
6. Types of Item Identification.
7. Reference Numbers.
8. Major Organizational Entity (MOE) Rules.
9. Federal Item Identification Guide (FIIG).
10. Total Item Record (TIR).
11. Cataloging Publications/Tools.
12. Interrogations.
13. Supply Support Requests/Provisioning.
14. Catalog Management Data (CMD).
15. Standard Automated Material Management System (SAMMS).
16. Defense Integrated Data System (DIDS).
17. Blueprint Reading.
18. Master Cross Reference Listing (MCRL).
19. Item Management Coding (IMC).
20. Technical Support.
21. Item Entry Control (IEC).
22. Technical Drawing.

23. Technical Information and Storage Control Application (TISCA).

24. Value Engineering Support.

25. Military Standard Item Characteristics Code Structures (MILSTICCS).

26. Preparation of New Items.

27. Quality Assurance in the Federal Cataloging System.

28. Data Input/Output Procedures.

29. Revision/Transfer/Cancellation.

30. Defense Logistics Services Center (DLSC) Edits.

31. DLSC Operations.

32. Cataloging Interface.

33. International Cataloging.

APPENDIX E

Validators

	NAME	POSITION
1.	Ron Clayton	Supervisory Employee Development Specialist, DESC
2.	Beverly Houtz	Educational Specialist, AFIT

APPENDIX F

Student Evaluaton of Training

Job Title:_____

Office Symbol:_____ Date:_____

(You may use the back of the page for comments if necessary.)

1. Rate the overall training program using the following scale:

a. Excellent b. Good c. Fair d. Poor

2. Were the training materials effective?

Yes_____ No_____ If no, what changes would you make?

3. Did the trainer present the information clearly?

Yes_____ No_____ If no, please explain:

4. Was the time spent on any objective:

Too short? Yes_____ No_____ If yes, which ones?

Too long? Yes_____ No_____ If yes, which ones?

5. Is there any additional information that you would like to have included in the training program?

6. Do you have any other comments/recommendations for improvement of this training program?

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UNCLASSIFIED
SECURITY CLASSIFICATION OF THIS PAGE

REPORT DOCUMENTATION PAGE

Form Approved
OMB No 0704-0188

1a. REPORT SECURITY CLASSIFICATION: UNCLASSIFIED	1b. RESTRICTIVE MARKINGS
2a. SECURITY CLASSIFICATION AUTHORITY	3. DISTRIBUTION/AVAILABILITY OF REPORT: Approved for public release; distribution unlimited.
2b. DECLASSIFICATION/DOWNGRADING SCHEDULE	
4. PERFORMING ORGANIZATION REPORT NUMBER(S): AFIT/GLM/LSM/87S-40	5. MONITORING ORGANIZATION REPORT NUMBER(S)
6a. NAME OF PERFORMING ORGANIZATION: School of Systems and Logistics; 6b. OFFICE SYMBOL (If applicable): AFIT/LSM	7a. NAME OF MONITORING ORGANIZATION
6c. ADDRESS (City, State, and ZIP Code): Air Force Institute of Technology (AU) Wright-Patterson AFB, Ohio 45433-6583	7b. ADDRESS (City, State, and ZIP Code)
8a. NAME OF FUNDING/SPONSORING ORGANIZATION; 8b. OFFICE SYMBOL (If applicable)	9. PROCUREMENT INSTRUMENT IDENTIFICATION NUMBER
8c. ADDRESS (City, State, and ZIP Code)	10. SOURCE OF FUNDING NUMBERS: PROGRAM ELEMENT NO; PROJECT NO; TASK NO; WORK UNIT ACCESSION NO

11. TITLE (Include Security Classification): See Box 19

12. PERSONAL AUTHOR(S): Karyn H. Kelley, B.A.

13a. TYPE OF REPORT	13b. TIME COVERED	14. DATE OF REPORT (Year, Month, Day)	15. PAGE COUNT
MS Thesis	FROM _____ TO _____	1987 September	127

16. SUPPLEMENTARY NOTATION

17. COSATI CODES			18. SUBJECT TERMS (Continue on reverse if necessary and identify by block number)
FIELD	GROUP	SUB-GROUP	
05	06		Education, Training, Job Training, Provisioning

19. ABSTRACT (Continue on reverse if necessary and identify by block number)

Title: A TRAINING PROGRAM FOR NON-SUPERVISORY PERSONNEL IN THE TRANSITION SUPPORT OFFICE AT THE DEFENSE ELECTRONICS SUPPLY CENTER

Thesis Chairman: Patrick M. Bresnahan
Associate Professor of Logistics Management

Approved for public release: IAW AFR 190-1
LTC [illegible]
Dean for [illegible]
Air Force [illegible]
Wright-Patterson AFB OH 45433

20. DISTRIBUTION/AVAILABILITY OF ABSTRACT	21. ABSTRACT SECURITY CLASSIFICATION
☒ UNCLASSIFIED/UNLIMITED ☐ SAME AS RPT ☐ DTIC USERS	UNCLASSIFIED
22a. NAME OF RESPONSIBLE INDIVIDUAL: Patrick M. Bresnahan	22b. TELEPHONE (Include Area Code): (513) 255-5023 — 22c. OFFICE SYMBOL: AFIT/LSM

DD Form 1473, JUN 86 — Previous editions are obsolete.

SECURITY CLASSIFICATION OF THIS PAGE
UNCLASSIFIED

Block 19: Abstract

The purpose of this research was to design a training program for non-supervisory personnel in the Transition Support Office (TSO) at the Defense Electronics Supply Center (DESC) in Dayton, Ohio.

The result of this effort is a training program for the GS-4 Supply Clerk position in the Process Group of the TSO, a GS-4 Supply Clerk. This program can be used as a model for the design of training programs for the other positions in the TSO. The training program consists of a manual for the trainee and another for the trainer. A guide to the Provisioning process is included for use with current and future training programs in the TSO.

Literature on training was surveyed to determine how to design and evaluate a training program and how trainers can be most effective. Organizations, both within the Federal service and in private industry, were contacted to discover what types of programs and materials have worked well for them. Experts on the Provisioning process were contacted for information for the office guide. Jobs in the TSO were analyzed by using questionnaires, personal interviews with current job incumbents and their supervisor and a review of applicable manuals. Training monitors at DESC provided input on classes outside the TSO that could be used in the training program.

END

JAN.

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